

Studying New Textbooks to Improve the Professionalism of Chinese Teachers in Schools for the Deaf

Taking the First-grade Chinese Textbook of the PEP Version as an Example*

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Abstract—In order to better implement the concept of "Deaf Language Curriculum" and make good use of new textbooks, teachers should strengthen their research and analysis of new textbooks. Studying new textbooks should fully interpret and grasp the structure of textbook content, flexibly handle the content, and innovate teaching methods to stimulate the interest of deaf students from the perspective of editors, the cognitive rules and needs of deaf students, and the perspective of teachers' use of teaching materials. Teachers should face the special needs of the deaf students at the same time, and better implement the new curriculum standards to improve the effectiveness of Chinese classroom teaching in schools for the deaf.

Keywords—school for the deaf; Chinese; new textbook

I. INTRODUCTION

Textbooks are an important part of the curriculum reform in special schools, and they are the embodiment of the subject curriculum standards. Teachers' effective study of new textbooks is the key to the implementation of curriculum standards in special education. Studying new textbooks and analyzing the characteristics, arrangement system and content of new textbooks can effectively improve the teaching and research capabilities of teachers in special schools, thereby improving the quality of classroom teaching, promoting the smooth implementation of the new curriculum reform for special education, and better benefiting the comprehensive development of special children's abilities. In order to better implement the concept of Standards for Compulsory Education Chinese Curriculum for Schools for the deaf (2016 Edition) (hereinafter referred to as: Deaf Language Curriculum) and make good use of new textbooks, this article uses the new textbooks for the

first and second volumes of Chinese of grade 1 in schools for the deaf as an example to discuss the training of school for the deaf teachers' ability to study new textbooks.

II. GRASPING THE CONTENT THEME OF THE NEW TEXTBOOK FROM THE EDITOR'S PERSPECTIVE

There are fourteen units in the first and second volumes of the new textbook for the school for the deaf. The text includes 31 parts of lecture texts and optional texts, which mainly cover the three major areas of school life, family life and social life.

A. School Life

As a special hearing-impaired group, deaf students differ from healthy students when they first enter school. On the one hand, they have barriers to hearing, and they perceive the outside world and information mainly through vision. On the other hand, the vast majority of deaf students did not attend inclusive kindergarten or preschool classes before entering school. No matter the habit formation or the learning of knowledge, it is a new beginning and attempt.

The entrance education for the first grade of Chinese textbooks and the first unit of the second book are mainly arranged on the theme of school life, which is in line with the reality of deaf students. They are most familiar with the school environment in which they live and the teachers and classmates who get along with each other, so it is necessary to focus on cultivating their awareness of respecting teachers, like school, unite classmates, and abide by school rules and regulations. Such as: the first entry of Chinese textbooks in the first grade — I went to school. The content mainly includes: "I'm going to school", "Mama Goodbye", "hello, teacher", "I'm a primary school student", the school name, the school's main buildings, school activities, class and classroom discipline. This content setting helps deaf students develop a good habit of entering school, facilitates deaf students to integrate into school life quickly, and lays a foundation for future learning and life.

*Fund Project: The key research base of humanities and social sciences of Sichuan Provincial Department of Education in 2019, the project of Sichuan Special Education Development Research Center, "Teaching and Evaluation of Chinese Courses in Schools for the deaf Based on Discipline Core Literacy —Taking the Implementation of New Textbooks for the First Stage of Chinese in Schools for the deaf as an Example" (Project Number: SCTJ-2019-B09).

Chinese Library Classification Number: G760

B. Family Life

The family is the main living environment for deaf students outside of school, and a paradise for the healthy growth of deaf students. There are many topics in textbooks focusing on family life. For example, the second unit of the first grade Chinese textbook is centered on family life. Lesson 4 "Good morning" describes the self-cleansing and eating in the morning in words, with corresponding pictures. In the lesson "My Room", the corresponding words are marked on the furniture object illustrations. This design makes it easier for deaf students to understand words accurately and also helps them understand the meaning of sentences. The text "At Home" uses illustrations and sentences to form the main content of the text. When teaching, teachers can use illustrations for supplementary teaching or sentence development exercises. The illustrations in this unit are relatively close to the lives of ordinary people. Chinese teaching is integrated into the family life of deaf students, so that students can understand and master the corresponding knowledge.

C. Social Life

In addition to schools and families, society is also an important place for deaf students to live. The layout of the new textbook follows the language learning and development law of deaf students, and reproduces life scenes that are in line with reality as much as possible. The combination of graphics and text makes the deaf students who are new to school pay attention to social life. For example, in the textbook illustrations for the first grade of the second volume, more realistic scenes such as "roads, supermarkets, and parks" are designed. "On the Road" uses common road traffic as an illustration. There are corresponding pinyin and words in the picture, and the visual icon is convenient for deaf students to understand words. "In the Supermarket" uses the most common lifestyle supermarket as the text set to teach deaf students to understand the items in the supermarket. Exquisite patterns with words are convenient for teachers and students to teach and learn. The last sentence learning part is conducive to extending knowledge to enrich the hearing of deaf students.

III. ANALYZING THE KNOWLEDGE STRUCTURE OF TEXTBOOKS FROM THE PERSPECTIVE OF THE COGNITIVE AND LEARNING NEEDS OF DEAF STUDENTS

There is a correlation between the knowledge points of Chinese textbooks. When studying the content of teaching materials, teachers need to analyze from the perspective of the overall structure of the knowledge system. When deaf students first begin to learn Chinese, they usually start with their emotional life experience. The compilation of the new textbook also follows the law of cognitive development of deaf students, from entrance education, Chinese phonetic alphabet, word learning through pictures, word learning through pictures, and text learning through pictures, strengthening the consolidation of knowledge by after school exercises and language garden.

A. Entrance Education

For deaf students who have just entered special schools, the development of behavioral habits is very important. Admission education is the key link, which is related to their smooth adaptation to school life and interpersonal communication. The entrance education of the new textbook was designed with this in mind. This allows deaf students to understand their role as a primary school student from the beginning of school, to know what they are going to do, and to learn to say "goodbye" politely to their families, to greet teachers and classmates, and to be familiar with the school environment and name and to know the general rules of class. While studying the content of textbooks, students should be familiar with their own reality, familiar with the school environment and inter-class activities, and pave the way for the smooth entry into the learning life in the future.

B. Pinyin

Pinyin is the "stick" of literacy for deaf students and also the language training. This part is hard for deaf students, so it is both the focus and the difficulty of teaching. Deaf students, because of their hearing impairment, perceive information about the world and the outside world and rely mainly on vision. In the new textbook's Pinyin teaching part, there are a large number of pictures, which are used to indicate pronunciation, and accompanied by finger language, so that deaf students are willing to learn this part of the content and better understand and master the content of Pinyin. The first volume of first grade focuses on the teaching of Chinese pinyin, focusing on the five units of Units 2 to 6, which mainly include single vowels, complex vowels, initials, and overall syllables. The illustrations of "a, o, e, i, u, ü" and "ia, ua, uo" are consistent. The illustrations of the other letters are carefully selected first grade deaf students common in life. It is supplemented with syllables, and at the same time guides students to deepen their understanding based on life experience, or to recognize other things through these letters. In short, pronunciation training and literacy go hand in hand, taking into account the special needs of deaf students' language training and knowledge learning.

C. Literacy and Writing

First, through the literacy module, deaf students need to learn the most basic words in daily life, such as speaking, learning, and class. At the same time, the teacher promotes the deepening of words, sentences, and words in accordance with the learning rules, so as to continuously improve the deaf students' vocabulary. There are two parts in literacy teaching: individual literacy teaching and picture-based literacy teaching. Individual literacy teaching is mainly concentrated in the first grade books, such as "one", "six", "person", "sun" and "mountain". In the first grade Chinese textbooks, there are 250 Chinese characters frequently used in daily life, 100 in the first volume and 150 in the second volume. Among the 200 Chinese characters required to write, there are 80 in the first volume and 120 in the lower volume. In order to effectively guide writing, the first grade Chinese textbooks have designed the stroke order and radical names that deaf students should know, which enables them to write

with the correct stroke order at the beginning of their studies. Teachers can study textbooks in depth and use their brains to make boring writing lively and interesting [1], and find ways to make deaf students write Chinese characters in a happy atmosphere, and lay the foundation for searching the dictionary with radical character check. Gradually achieve the goal of "Deaf Language Curriculum" in the first semester of "Loving to learn Chinese characters, having the willingness to actively literate and write" [2].

D. Learning Words and Sentences

Look at the teaching of learning words in pictures, using pictures to represent words. Such as "rice", "potato", "mopping the floor", "milk" and other words, deaf students know what they mean at a glance, and can quickly understand and master these words. After the deaf students have learned basic words and simple sentences, they gradually form words into sentences. The increase in the accumulation of words and phrases improves the language expression ability and language acquisition of deaf students, so that their language thinking can be trained and developed. The first grade Chinese textbooks are mainly based on pictures to learn simple sentences, such as "I brush my teeth", "Sister writes", "Grandpa fishing" and other short sentences. Then the content gradually transitioned to a more complicated picture-seeking sentence, such as "I have a towel, my sister also has a towel" and "my brother and I go to the park." In the teaching of pictures and sentences, vivid text illustrations are provided, which can improve the observation ability of deaf students, and combine the understanding of things and language expression, so that they can better interact with others and enhance their communication skills.

E. Picture-learning Texts

Reading is an important way for deaf students to use language to obtain information, understand the world, and develop their thinking. At the beginning of learning in the school for the deaf, reading is mainly in the form of picture-learning texts. In the first grade, the Chinese textbooks are mainly based on picture-learning texts, which include both short and long sentences, and gradually increase the number of paragraphs. In the second volume, lesson 6, "At Home" "In the evening, Dad reads the newspaper and Mom watches TV. I give them fruits. Mom and Dad laughed, and I laughed too." For example, texts such as "Little Duck and Baby Elephant" and "Snowflake" are short. The combination of pictures and texts helps students understand the content of the text, and the content is colorful and close to the student's life. It helps to cultivate the interest of deaf students in reading. It reflects the characteristics of the unity of Chinese language and humanity, reaching the goal of "Liking reading, feeling the fun of reading" in "Deaf Language Curriculum".

F. After-school Exercises and Chinese Garden

In order to enable deaf students to consolidate what they have learned in time, the textbook has designed a module called "after-school exercises". This part is based on the content of the learned articles, so that the deaf students can

carry out targeted exercises. For example, after the first unit of the first grade Chinese textbook of volume one, there are two practice questions focused on listening, reading, writing, speaking, and comparison. In the first grade Chinese textbooks of volume two, there are after-class practice questions focusing on reading, writing, pointing, and speaking after each lesson. Each after-school exercise and the design of the Chinese garden will combine Chinese learning with practical life and increase the opportunities for deaf students' language practice to help deaf students better understand the content of the text, thereby improving their language literacy and comprehensive application ability.

IV. CONCLUSION

From the perspective of the use of textbooks, teachers should flexibly adjust and use new textbooks on the basis of comprehensive interpretation of textbooks under the guidance of the concept of "Deaf Language Curriculum". Encouraging teachers to creatively use teaching materials in practice can promote the transition from the unity of achieving goals to the diversity of respect for individual differences and maximize the development of students' language ability, making their functions compensated and their potentials developed [3].

A. Comprehensive Interpretation of Textbooks, Flexible Handling

For the new textbooks, textbooks require simultaneous learning of Pinyin and Chinese characters. In addition to pinyin in the textbook, the volume also arranges literacy tasks around the requirements of "separation of literacy and writing, more recognition of words, and less writing".

The volume one textbook has 22 sentences. Except "I have a towel, my sister also has a towel", the rest of Lesson 13 are single sentences. The volume two textbook has a total of 81 sentences, divided into single sentences and complex sentences. According to the principle of "words cannot be separated from words, words cannot be separated from words", it is required to make deaf students learn Chinese knowledge in reading sentences, and use the learned knowledge in daily communication. After cultivating a certain amount of words and sentences for newly-accepted deaf students, they began to develop their ability to form sentences. Teachers can flexibly use forms that arouse the deaf students' interest, such as dialogue, performance, and filling in the blanks according to their own skills, to improve their ability to use language. This has the effect of reviewing and consolidating knowledge while expanding their language thinking, providing them with more opportunities for language training. In addition, for the teaching of individual words in the new textbooks, some researchers have suggested that teachers should deal with their teaching practices flexibly and adjust the sequence of texts appropriately to teach [4].

B. Innovating Teaching Methods to Stimulate Learning Interest of Deaf Students

The first grade is the beginning of the compulsory education stage. It is especially important to create an atmosphere of love for Chinese and to stimulate the interest of deaf students in literacy, pinyin, word learning, and reading and expression [5]. As the beginning of school for the deaf education, the first grade of school for the deaf should also focus on the interest of deaf students in learning. Deaf students have the motivation to learn Chinese in the later stages only if they are willing to learn. Therefore, the teacher should give as much fun as possible to the knowledge points in the lecture, which stimulates the students' enthusiasm and interest in learning Chinese characters, and also reduces the difficulty of deaf students in learning words, and encourages them to actively learn.

C. Facing to All Deaf Students While Paying Attention to Individual Special Needs

The new textbook is based on "Deaf Language Curriculum" and is suitable for most deaf students. However, because the hearing loss of deaf students is different, some deaf students may have strong learning abilities. In response to the development of this group of students, optional texts have been added to textbooks, such as "Sister teaches kittens to read." In addition, some more flexible and open questions have been added to the after-class exercises, such as the "Read it, say the sentence as usual" module. Teachers can teach in layers according to students' learning abilities and encourage these deaf students to complete these exercises, promoting the Chinese language learning ability of deaf students on the basis of difference teaching. In short, regardless of the content of textbooks or after-school exercises, teachers should face the whole, teach students in accordance with their aptitude, and adopt different education methods for different deaf students. Teachers should adhere to the principle of gradual progress and carefully design differentiated teaching that meets the special needs and development of deaf students, and effectively help deaf students improve their language literacy.

The growth and development of teachers is a process. Only in the practice of education and teaching, teachers can constantly update their ideas and concepts, and constantly enrich their professional knowledge and literacy, can they better promote their professional development. The analysis and processing of the new textbook is a kind of "research" behavior that can promote its own development. When using new textbooks, Chinese teachers in schools for the deaf must carefully read "Deaf Language Curriculum", thoroughly analyze the new textbooks, grasp the key points of training in each grade, and implement the relevant concepts of the new curriculum reform into the Chinese classroom teaching practice of schools for the deaf. Teachers must promote the learning of deaf students, improve their teaching standards, and improve their professional quality, so as to improve the quality of Chinese teaching in schools for the deaf.

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